

CRITERION 9

Impact and Evaluation

For all NRC applicants, to what extent do the Center's activities and training programs have a **significant impact** on the **university, community, region** and the **nation** as shown through **indices** such as enrollments, graduate placement data, participation rates for events, and usage of Center resources?

DISECTING this CRITERION:

- "Significant impact" means the accumulated influence, effect, or level of change, usually expressed as outputs.
- For each targeted constituency, cite data that show the accumulated influence, effect, or level of change:
- "As shown through indices" suggests **evidence** that confirms the activities or training programs were developed, implemented, institutionalized. The evidence validates success. Also, the evidence can be used for **persuasion, justification, and dissemination**.

UNIVERSITY OUTPUTS

1. Enrollments in undergraduate and graduate Major, Minor, and Certificate Programs
2. Number of new courses developed by the Center to fill disciplinary gaps and the enrollments
3. Number of faculty development initiatives and incentives, e.g., salary supplements for language staff, faculty grants for proficiency workshops
4. Lunchtime lectures and other special programs
5. Number of area related resources the Center contributes to the library
6. Facilities specifically dedicated to and conducive for student advising and resource sharing, to strengthen linkages between Center and students interested in overseas programs, internships, and career opportunities
7. Number of area specialists prepared for academe, government, and professions
8. Number of participants in university-wide activities that the Center sponsors

COMMUNITY OUTPUTS

1. Speaking engagements at local museum, art gallery, city library, cultural organizations
2. Speaking engagements at Chamber of Commerce, Urban League, Rotary Club, other civic or service organizations
3. Presentations at community legislative bodies, boards of education, media organizations
4. Kinds of information the Center disseminates, and methods for disseminating, e.g. website, mailing curriculum packets, presentations, talk shows, school assemblies
5. In-service training institutes and workshops for K-12 teachers

6. Collaborations with other postsecondary institutions for multidisciplinary colloquia series for China, Japan, and Korea

REGION(AL) and NATION(AL) OUTPUTS

1. Participation levels in outreach activities with a regional or national scope
2. Placement data for graduates of the Center's undergraduate and graduate Major, Minor and Certificate Programs
3. Alumni placement data showing career placements, e.g., department chairs, Center directors, university presidents, diplomats, positions with federal agencies
4. Collaborative activities with organizations like Amnesty International, the Asia Society, etc.
5. Off-campus enrollment data for specialized training programs such as overseas programs, summer language institutes, or teacher training workshops

For undergraduate NRC applicants, to what extent do students matriculate into advanced language and area or international studies programs or related professional programs?

It is very likely you have already answered this question under University Outputs or under Regional and National Outputs. Therefore, you do not have to repeat the information again here, unless there is additional but different information about the graduate programs into which undergraduate students matriculate.

To what extent will provisions be made for equal access and treatment for eligible students and other project participants who are members of groups who have been traditionally under-represented (such as members of racial and ethnic minority groups, women, persons with disabilities, and the elderly)?

This is *not* a "just write that our institution loves everyone" criterion. Include convincing and compelling evidence that shows the institution is really committed to and sincere about providing access to these targeted groups.

1. Cite instances when the Center conducted informational sessions with Historically Black Colleges and Universities or Hispanic Serving Institutions to discuss the Center's graduate program options.
2. Cite instances of successful recruitment and retention of minority faculty, administrators, students, and staff.
3. Develop outreach linkages with organizations serving persons with disabilities
4. **Implement outreach activities that interest the elderly as participants**
 - a. Does the applicant provide an evaluation plan that is **comprehensive** and **objective** and that will produce **quantifiable**, outcome-measure oriented data?

DISECTING this CRITETION:

A comprehensive evaluation plan informs, enlightens, and becomes the basis for action. When put to work, it involves every level and segment of the institution. You

are asked to describe an evaluation plan that assesses all parts of the Center's program, is objective, and will yield quantifiable data (numbers, percentages, participation rates, etc.), to assist the Center and the institution in determining overall effectiveness and success.

EVALUATION AREAS FOR FLAS-ONLY APPLICANTS:

1. On campus foreign language courses
2. Summer language institutes
3. Area and international studies courses
4. Area and international studies degree, major, minor, and certificate programs
5. Area and international studies student advising
6. FLAS awardee selection procedures

EVALUATION AREAS FOR NRC APPLICANTS:

1. On campus foreign language courses
2. Summer language institutes
3. Area and international studies courses
4. Area and international studies degree, major, minor, and certificate programs
5. Area and international studies student advising
6. Study abroad programs
7. Internship programs
8. Outreach Activities
9. Instructional materials developed with Center funds
10. Job performance of instructors, faculty, and Center staff

**ADVICE: Collect evaluation data with your dissemination audiences in mind.
Provide evidence of the wider impact of your project**

EVALUATION METHODS TO CAPTURE THESE DATA:

- ✓ internal evaluation
- ✓ external evaluation
- ✓ process evaluation
- ✓ program evaluation
- ✓ formative evaluation
- ✓ summative evaluation
- ✓ component (micro) evaluation
- ✓ composite (macro) evaluation

To what extent have recent evaluations been used by the applicant to improve its programs?

In other words, have you heeded the advice and recommendations that have come out of recent evaluations of your program? Cite specific example(s).

For FLAS applicants, to what extent have the applicant's activities and training programs contributed to an improved supply of specialists on the program's subject as shown through indices such as graduate enrollments and placement data?

This information is previously cited under University Outputs and Regional and National Outputs. You can refer the reader to that information, but if needed, enhance your response here by incorporating anecdotal examples of the career paths of program graduates. Include data and examples to show that your program has national impact—our graduates have attained positions in government, business, media, and education.

A Final Note about Evaluation

In addition to confirming your program's success, a comprehensive evaluation will:

- ✓ inform project activities and practices
- ✓ justify expenditures of funds
- ✓ enhance administrative planning and policy making
- ✓ assure project objectives have been met
- ✓ provide evidence for program achievements
- ✓ monitor program implementation
- ✓ note unintended consequences
- ✓ inform allocation of resources
- ✓ identify problems and costs

WHY CONDUCT OUTREACH ACTIVITIES?

YOU DO THEM BECAUSE

“SHARING IS CARING”